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ABSTRACT

This survey takes a best-practices approach to several major issues involving graduate certificate programs; these include: (1) leadership (whether the graduate school should administer certificate programs, state regulation, procedures for approving new programs, impact on student diversity, and terminology); (2) management (whether certificate programs should be free-standing or part of an established curriculum, time limit for programs, fast-track program approval, impact on related degree programs, and advisory committees); (3) curriculum (number of credit hours required, whether programs are post-baccalaureate or post-master's, whether they are in a single or multiple disciplines, distance learning, overlap with degree programs, requirements beyond coursework, and relationship to other certificate programs); (4) faculty (requirements for admission and completion, role of adjunct faculty, and commencement); (5) students (desirability of including certificate program completion on transcripts, requirements for admission, time limits, and how obtaining a certificate relates to gaining admission to a degree program); and (6) fiscal matters (pricing of certificate programs, fiscal basis, financial aid, and who pays tuition). The discussion of each issue follows a standard format: discussion of the issue; colleague's views (comments from three sources); a Council of Graduate Schools reference (a backward pointer); and a model guidelines reference (a forward pointer). Model guidelines are appended. (RAB)

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Analyzing Policies and Procedures for Graduate Certificate Programs

Wayne Patterson
Dean-in-Residence
Council of Graduate Schools

July 7, 1999

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0. Introduction

Although there have been many programs over a long period of time that have been called "graduate certificate programs," there is considerable evidence now that this area of post-baccalaureate study has been recently reinvigorated, broadened, given a new and different focus, and provided a much closer alignment of graduate education with the needs for workforce development in society.

Since the efforts of many universities have been recently refocused in this area, a desire was expressed in many quarters for a better understanding of how universities might develop the structures, the policies and procedures for the effective governance of such graduate certificate programs.

The first concrete expression of this desire came about during the 1997 Council of Graduate Schools Summer Workshop in Toronto, when President Jules LaPidus convened an informal luncheon roundtable to discuss graduate certificate programs. After the first, then second then third table overflowed, it became clear that this was a subject of considerable interest to CGS members.

Subsequent to that meeting, I undertook the responsibility of getting some preliminary data on certificate programs, their policies and procedures, and the types of programs at several institutions. The result of this informal data collection was presented at the 1997 Annual Meeting of the Council of Graduate Schools in Washington, DC.[1,2]

Later, Dr. LaPidus asked me to join the CGS staff as the 1998-99 Dean in Residence, with the specific responsibility of carrying out a more extensive study on the subject and proposing a set of criteria for the effective conduct of graduate certificate programs, as well as examining other issues surrounding this subject.

This document represents a component of the outcome of this project.

Earlier this year, on March 11, 1999, the Council of Graduate Schools published on its Web site *"Summarizing Data on Certificate Programs,"* which represented the first part of this study. This earlier document is regularly cited throughout the following --- so much so that for convenience, we will always refer to *"Summarizing Data on Certificate Programs"* as the *CGS Survey.*

The structure of this paper is as follows: First is an *Executive Summary* of the finding. Next is a detailed discussion of many graduate certificate program issues, called *Looking at Best Practices,* most though not all citing results from the CGS Survey.

The issue areas have been broadly divided into six groups, as follows:

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[1] *A Survey of Graduate Certificate Policies, Procedures, and Programs,* Wayne Patterson, University of Charleston, SC and Dean in Residence, Council of Graduate Schools, Charleston, SC, 1998.

[2] *Certificates: A Survey of Our Status and Review of Successful Programs in the U.S. and Canada,* a collection of occasional papers, Council of Graduate Schools, Washington, DC, 1998.

A. Leadership Issues
B. Management Issues
C. Curriculum Issues
D. Faculty Issues
E. Student Issues
F. Fiscal Issues

The discussion of each issue follows (approximately) this format:

Discussion: This is a commentary often with recommendations, on the particular issues at hand.

Colleagues' Views: Comments have all been drawn from one of three sources, and as such, each comment is introduced as arising from source (1), (2), or (3). These sources are:

(1) *A Survey of Graduate Certificate Policies, Procedures, and Programs*, Wayne Patterson, University of Charleston, SC and Dean in Residence, Council of Graduate Schools, Charleston, SC, 1998.

(2) *Certificates: A Survey of Our Status and Review of Successful Programs in the U.S. and Canada*, a collection of occasional papers, Council of Graduate Schools, Washington, DC, 1998.

(3) Submissions in response to the CGS Survey sent via the CGS List Serve, 1998-99.

CGS Survey Reference: This is a "backward pointer" to a particular section of the CGS Survey.

Model Guidelines Reference: This is a "forward pointer" to the model guidelines for graduate certificate programs which are found towards the end of this document.

In the Web version of this document, the latter two sections will have a "hot link" to the appropriate page in the CGS Survey or in this document.

The last section of the document is a sample set of *Model Guidelines for Graduate Certificate Programs*. The format of this section may appear a but unusual in that every sentence has been specifically numbered. The purpose for this is to allow greater ease and precision of reference.

In the current release, which is being sent initially to contributors to the earlier CGS Survey, readers are requested to provide comments. A revision based on the comments received is anticipated before the end of 1999.

1. Executive Summary

Many issues involving graduate certificate programs are discussed, and in many cases recommendations are made concerning appropriate policies and procedures for such programs.

These recommendations are broadly divided into six areas:

A. Leadership Issues

The administration of graduate certificate programs should involve the graduate school, although the sharing of the administrative role with either continuing education or the academic college housing the discipline should also be considered. The university should be aware of the state higher education coordinating commission's position on approval and review of graduate certificate programs, and also of the recent decisions by several states no longer to require approval for new graduate certificate programs. The approval process for graduate certificate programs should be clearly spelled out, and should include the university's graduate council. The university should consider ways in which graduate certificate programs will enhance the diversity of graduate education. The university should also consider the advantages of collaborating with other institutions in creating certificate programs. In naming the program, the terms "graduate certificate," "graduate diploma," "COGS and CAGS," and "professional development program" have all been used. Rather than to try to select one term, it is recommended that a commonly understood set of criteria to distinguish programs at the graduate level be recognized and that universities make reference to this set of criteria for their graduate-level certificate or other programs.

B. Management Issues

Universities should be prepared to develop graduate certificate programs that are either within existing degree programs ("add-ons") or that are in disciplines without a degree program ("free-standing"). Sunset clauses, or time limits for the duration of a program, should be considered. Given the importance of a rapid response for the development of workforce oriented programs, a fast-track process for approval should be considered. The university should assess the impact of a new certificate program on a related degree program (although in most cases, universities have judged the impact to be negligible or positive). An Advisory Committee for the graduate certificate program should be formed.

C. Curriculum Issues

The number of credit hours for the certificate program should be spelled out, with an understanding that the average number of semester credit hours reported in the CGS Survey is 17. Universities should offer programs at both the post-baccalaureate and post-master's levels (and even post-doctoral), but distinguish these programs from pre-baccalaureate, non-credit, and professional level certificate programs. Universities should consider certificate programs that are either in a single discipline or are interdisciplinary. Distance learning approaches should also be considered. It many cases, it will be advisable for there to be at

least a partial overlap of the certificate program courses with the courses of a degree curriculum. Program requirements beyond coursework, such as labs, practica, internships, and so on, should also be considered.

D. Faculty Issues

Universities should address the issue of allowing students to receive credits for the certificate program before being formally admitted to the program; in most cases, this may mean a policy of allowing a certain percentage of the credits to be "transferred in." The completion requirements should also be addressed and should be similar to those of degree programs. The university should consider the role of adjunct or non-roster faculty in staffing the certificate program. The university should consider whether or not a commencement for the completing students should be held, and, if so, what its form should be.

E. Student Issues

The student's transcript should contain not only the evidence of successful completion of individual courses, but also of completion of the certificate program. Admissions requirements for the certificate program should be clearly stated, but should be less complex than full graduate admission, but more stringent than just the evidence of a prior degree. The issue of time limits for students in the program should be considered. Finally, the university should consider carefully how the successful completion of a certificate program should bear on the subsequent application to and admission to a related degree program.

F. Fiscal Issues

The tuition level for certificate programs should be individually analyzed, if the university has the authority to set different tuition levels. Fiscal arrangements to address both the expenses and the revenues for certificate programs should be decided in advance, with all of the units involved in the program sharing in both revenues and expenditures. A policy should be established for the eligibility of certificate students for financial aid. Finally, the university should endeavor to determine the extent to which the certificate students are paying tuition as individuals or through company or agency support.

2. Looking at "Best Practices"

A. Leadership Issues

i. Should the Graduate School Administer Graduate Certificate Programs?

Discussion:

In the Survey, this question has provided many responses, which occasionally took on a dimension not anticipated. On the whole, it seems that there are many administrative models for graduate certificate programs, involving not only the graduate school and graduate councils, but also schools of continuing education, professional schools, colleges and individual departments.

In general, respondents have indicated a substantial role for the graduate school in the administration: graduate schools administer the graduate certificate programs in 36.6% of the cases. In a further 26.7% of cases, the graduate school shares the administration either with continuing education or an academic or professional school. Thus the graduate school is involved in graduate certificate programs in universities representing 63.3% of the respondents.

In respondents' opinions, 50% think that the graduate school should have the sole authority for graduate certificate programs, and 75% think that the graduate school should have sole or shared authority.

Since respondents are all from graduate schools, it seems that the significant number of responses for continuing education or college roles indicates that this is an area that merits continuing discussion.

An important policy to consider in developing an initiative in the area of graduate certificate programs, therefore, concerns who in the university should administer graduate certificate programs.

The evidence is clear that many graduate schools have determined that this is an important area of development, and many have initiated new and broadened certificate programs. But graduate certificate programs are not new, and their development has not traditionally been the province of the graduate school. As Sheila Cooper at Indiana University has noted:

> *While certificates sanctioned by Indiana University's Board of Trustees must go through a bureaucratic process, there is nothing to stop an individual program (or for that matter an individual professor) from eschewing university curriculum processes and giving a certificate. These certificates may be as elegant as a printer or a computer can make them. They do not, however, carry the University's seal, and they remain unrecognized by the wider University community including the Graduate School bulletin.*[3]

If we accept the assumption that the development of graduate certificate programs is indeed an activity that graduate schools should consider undertaking, we should also consider whether these additional responsibilities fit with our mission; and whether we, the graduate community, represent the best environment at our institutions for these programs to flourish.

In the vast majority of cases, the advantage that the graduate school has is a level of quality assurance to the public. The end product of our doctoral and master's education is widely regarded in society, and it is generally understood that this has been the mission of the graduate school of the university. It will not be difficult to demonstrate to the public that this concern for quality that pervades the graduate community will be maintained if we are also responsible for graduate certificate programs.

On the other hand, where we have traditionally been perceived as less capable is in our ability to market programs, to develop programs, to deliver them in a service-oriented manner. We need only look to our colleagues in the field of continuing education to see examples of a much greater "consumer awareness" regarding the university's offerings.

Everyone in university administration is aware of the distinctions in the approaches to post-baccalaureate education adopted by graduate deans and continuing education deans. Nevertheless, this area of graduate certificate programs, with a profound need both for assurance of high quality and also for development, marketing, and service delivery approaches oriented to our service community's workforce needs, may be best approached if the strengths of both graduate deans and continuing education deans are developed.

Of course, in some professional schools particularly, either or both of the graduate and continuing education functions may be contained within the schools themselves.

The graduate school may well profit from an arrangement between it and another cooperating unit with a focus on continuing education or lifelong learning in developing approaches that are market-sensitive, at the same time maintaining the reputation for quality for which the graduate school is typically known.

Colleagues' Views

Bianca Bernstein, Arizona State University (2): ASU currently offers 11 programs ... The interdisciplinary programs that involve faculty and courses from multiple academic units are administered directly by the Graduate College, with the exception of the medieval and

[3] Ibid.

renaissance studies certificates, which are offered through the Arizona Center for Medieval and Renaissance Studies. The others operate within their disciplinary units.

David Fishman, University of California - Santa Barbara (3): Graduate Council has evaluated the proposed curriculum of each certificate program on its own merits. Hence, if and when new Certificate program proposals are reviewed, the number of units required is likely to be assessed by the Graduate Council in terms of the design and purpose of the particular program when viewed in its entirety.

Patricia Bishop, University of Central Florida (3): For enrollment planning both continuing ed and graduate studies needs to be involved in the administration and management of these programs. Graduate Studies needs to be involved in administration since the quality of the programs (we only allow the use of regular graduate courses taught by regular graduate faculty to make up certificate programs) needs to be monitored. Continuing education needs to be involved in order to reach out to working professionals for those certificates that are aimed at that audience.

Judith Trent, University of Cincinnati (3): The graduate certificates are administered by the Graduate School. We have certificate programs that are not at the graduate level and they are administered by a variety of units throughout the university.

Carol Lynch, University of Colorado - Boulder (2): The Graduate School at CU-Boulder develops guidelines and defines the expectations for interdisciplinary programs. It retains the ultimate authority for approval of the certificates. Its Curriculum Committee approves all courses given for graduate credit, including those offered through Continuing Education. The originating departments and schools and colleges provide the inspiration, development, and implementation of the graduate certificate programs... Continuing Education, which reports to Academic Affairs, provides the administrative infrastructure for registration, delivery, and credit for the courses for professional certificates.

Sheila Cooper, Indiana University (2): Certificate proposals must clear the department, program, research center, or school before they come to the Graduate School or the campus administration. The Graduate School should be prepared to help put appropriate program structure in place. Existing programs generally have clear admissions, advising, and curriculum processes and can expand on those. Research centers are less likely to have those and may be at a loss, although most end up with all their faculty as an admissions committee and with the center director as director of graduate studies.

Brian Fernandes, Iona College (3): Graduate Certificate programs should be administered by the graduate school provided that the certificate programs are offered for credit. All our certificate programs are offered for credit through the Office of Graduate Studies and administered in conjunction with the academic departments.

Robert C. Johnson, Miami University of Ohio (3): The options that you are offering do not seem to cover the situation at Miami University. although the certificate programs have been approved by the Graduate Council and the Graduate School, the actual administration of the certificate program resides in the department or interdepartmental unit that proposed the certificate.

Robert Mundt, North Carolina - Charlotte (3): We now have five certificate programs, all administered by the GS. However, there has been some confusion in the College of Education, which has for many years offered CERTIFICATION of teachers for various levels/specialties of teaching, all mandated and controlled by the state. Although that's not the same thing, it really is very similar: A special curriculum that doesn't lead to a degree, but rather to a "certificate" qualifying one for a certain type of teaching. That has been/is done by the College of Education, not by us.

Neil Hadley, North Carolina - Wilmington (3): Who should administer graduate certificate (gerontology) programs at UNCW is an issue yet to be decided. The provost and the director of the above certificate program would like it to reside in the Graduate School, but thus far I have resisted on the basis that I do not control the budget for this program, nor will I have any authority over faculty participation in courses, workloads, etc. I am recommending that at least initially it reside in the College of Arts and Sciences, which currently houses the undergraduate gerontology minor and where most of the faculty participants have their affiliation. As graduate dean, I would much prefer to remain a facilitator and synergist.

Penny Amy, University of Nevada - Las Vegas (3): I think they should only be administered through the graduate college (perhaps an academic college) but not through continuing education if at the graduate level.

Tim Pettibone, New Mexico State University (3): I would guess that most certification programs (including education) are administered by the departments and sometimes colleges. With the exception of the state administered education certificates, they are usually designed, printed, and issued by the departments without oversight. We do not issue certificates from the Graduate School.

Nicole Begin-Heick, Ontario Council of Graduate Studies (3): We looked into this issue again when we produced our classification of Graduate Diplomas. The main reasons invoked for having graduate diplomas (all types) under the graduate school and subjected to the Appraisal Process were: to ensure that the program management, admission standards and requirements are appropriate and to determine how the diploma program is likely to impact on the parent program in terms of demands for human, financial and physical resources.

Gary Roth, Rutgers-Newark (3): The Graduate School-Newark reviews and approves all certificate programs which contain credit-bearing graduate-level courses as part or all of the certificate.

CGS Survey Reference

Pages 18, 19, 20

Model Guidelines Reference

Item A.9, page G-2.

ii. State Regulation of Graduate Certificate Programs

Discussion:

State-supported universities, and even private universities in certain states, need to be cognizant of state-level requirements for the approval and review of graduate certificate programs. In some cases, the state requirements may not be well understood by any of the participants in the process.

A common complaint from industry with respect to universities' responsiveness to these needs is that we are unwilling or unable to respond quickly to opportunities for changes in curricula and programming.

Few in public universities would challenge the statement that the normal process of approval for degree programs is at least a two-year cycle.

For graduate certificate programs, where it may often be the case that all of the courses that constitute the program are already approved by the normal curriculum approval process, and may form part of an approved degree program, it seems excessive that a cycle as long as two years should be required.

In the accompanying survey, there is an indication that approximately one-half of the state higher education commissions do not require approval of graduate certificates. For more concrete examples, several states, including Ohio and South Carolina, have decided no longer to regulate most graduate certificate programs. They have used the arguments in [4] in making this decision.

In particular, state coordinating agencies for higher education may wish to consider the following language of the South Carolina Commission on Higher Education:

> *"Certificates offered by senior institutions that total 18 or fewer credit hours in a field or major for which the institution is not approved or certificates of any duration that are offered in a field or major for which the institution is already approved do not require Commission approval."* [5]

Review of graduate certificate programs is also required by many state higher education agencies. This would seem appropriate, especially if the organization of program review is linked to the review of all programs in a discipline or set of disciplines. In such cases, including the certificate program review as a component of the full review process would seem appropriate.

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[4] A Survey of Graduate Certificate Policies, Procedures, and Programs, Wayne Patterson, University of Charleston, SC and Dean in Residence, Council of Graduate Schools, Charleston, SC, 1998

[5] South Carolina Commission on Higher Education, Guidelines for New Academic Program Approval: Definitions, Policies, and Procedures, September 1998, pp. 4,7.

Colleagues' Views

Charles Li, California at Santa Barbara (3): NO. Strictly speaking, the state of California does not regulate any UC programs. We regulate ourselves rather vigorously. the State has a Commission that plays an advisory role when we try to establish a new degree program. But in the case of certificates, the State commission is not involved and our own UC review process is greatly simplified.

Carol Lynch, Colorado – Boulder (2): Unlike the approval process for new degrees, proposals for certificate programs are not sent to the Board of Regents or Colorado Commission on Higher Education.

Thomas Allen, Gallaudet (3): Gallaudet's policies are set by the Board, not regulated by any state. Graduate certificates may be fast-tracked without Board approval; require review by Council of Graduate Education every three years for viability.

Harry Berman, Illinois – Springfield (3): The Illinois Board of Higher Education is in the process of redesigning its program approval and review processes to "preserve accountability while relieving public institutions of some of the burden of approval processes" and to enable universities to respond quickly to emerging educational needs. In the past, requests for approval of graduate professional development sequences, post baccalaureate certificates, and other post-secondary non-degree awards were submitted to the IBHE staff for approval as "reasonable and moderate extensions" of existing programs. In the future, public institutions will be able simply to report the initiation of graduate certificates in an annual report to the IBHE.

James Guikema, Kansas State (3): The Board of Regents of Kansas State have established a cycle of program review -- reviewing both the graduate and undergraduate programs in a discipline at the same time. The review is timed on a 7 year cycle. The Graduate School will be involved on the graduate program side, and it is our intention to address issues of quality in the certificate programs at that time.

Harry Richards, New Hampshire (3): [No state approval] Graduate Council reviews and recommends approval or not to the Graduate Dean.

Neil Hadley, North Carolina – Wilmington (3): Post-bac certificate programs can be approved by General Administration upon receipt of a letter of endorsement plus proposal from UNCW's Chancellor to the President of the UNC System. The proposed certificate program is reviewed internally by GA, but is not evaluated by other schools in the system as are graduate degree programs.

Jerry Zar, Northern Illinois (3): Unclear; state coordinating board is now streamlining its procedures and we hope approval will clearly not be necessary.

Marion Rilling, Rowan University (3): We don't have to have off-campus [state] approval.

Jack Haar, Virginia Commonwealth (3): Review only by University Graduate Council. [No state approval required.]

Dick Lorenzen, University of Washington (3): The state does not regulate graduate certificate programs or credit certificate programs. The UW regularly (usually annually) reviews all certificate programs using data provided by faculty, students and advisory boards to identify changes and improvements.

Jay Thomas, Wright State (3): [No approval or review required] For certificate programs less than 24 qtr credit hours. Per Ohio Board of Regents

CGS Survey Reference

Pages 40, 41, 42, 43

Model Guidelines Reference

Item A.10, page G-2.

iii. What Are Your Procedures For Approval Of A New Graduate Certificate Program?

Discussion:

Internally to the university, there are many different routes for the approval of a graduate certificate program. In almost every case surveyed, the graduate council or comparable body must approve the program. However, it is often the case that the individual academic unit, the deans' council, academic affairs, the faculty senate and/or the institution's board of trustees will also examine the proposal for approval.

It is also taken for granted that the origination of any such proposal will be with the affected faculty, that is the department or departments that will be offering the program, and that their approval is first and foremost.

The accompanying Guidelines include only the originating units and the graduate governing body.

Colleagues' Views

Bianca Bernstein, Arizona State (2): With the advent of a clearly articulated curriculum approval process, the Graduate College worked with the provost's office to ensure that every proposal for establishing, modifying, changing the name of, or disestablishing a graduate program, whether certificate or degree-granting, would be reviewed and approved by the appropriate Graduate College staff and the Graduate Council.

Deborah Losse, Arizona State (3): Certificates are approved by Graduate Council and the Academic Senate, but do not go up to the Board of Regents.

Charles Li, California at Santa Barbara (3): Academic Senate [approves].

Carol Lynch, Colorado – Boulder (2): All graduate certificate programs require the approval of the dean of the Graduate School. The faculty developing a certificate program submit to the Graduate School a proposal that follows set guidelines (see Procedures for Applications below). That proposal is reviewed by the Graduate School staff and by the Executive Advisory Council of the Graduate School, which makes a recommendation for approval to the dean. Certificate programs do not require further approval from the Board of Regents or the Colorado Commission on Higher Education.

Wesley Brown, East Tennessee (3): If listed on transcript- all the way to Board of Regents, but not the Higher Ed Commission (who sees new programs) If not listed on transcript- the certificate is a continuing ed designation- no approvals required.

Joseph Wood, George Mason (3): Unlike degree programs, certificates do not require approval beyond the level of the Graduate Council. (Degree programs require approval by our Board of Visitors and the State Council for Higher Education in Virginia.)

Sheila Cooper, Indiana (2): Administrators should identify areas where certificate programs would be appropriate and should encourage their development. However, in most cases concerned faculty propose and develop certificates just as they do degree programs. Certificate proposals must clear the department, program, research center, or school before they come to the Graduate School or the campus administration. The Graduate School should be prepared to help put appropriate program structure in place.

Keith Schlender, Medical College of Ohio (3): In Ohio the Regents Advisory Committee for Graduate Studies just adopted new rules. Programs of less than 20 semester or 30 quarter credit hours only require internal approval, programs of more than 20 semester or 30 quarter credit hours require an "expedited" review.

Neil Hadley, North Carolina – Wilmington (3): UNCW is new to the certificate game; hence, we treated the request to establish a new postbac certificate in gerontology much like a request to establish a new master's degree...Graduate Council approval, Academic Affairs, etc. However, UNC policy requests that for approval of a certificate program by the system the proposal simply goes forward to the president of General Administration with an accompanying letter of support from the chancellor. At this point, GA can make a decision in house giving UNCW permission to establish without any further review.

Jerry Zar, Northern Illinois (3): NIU: Same as approval of other curricular matters such as new or modified courses, but less than approval of degree programs. This means approval of relevant college curriculum committee(s) and the Graduate Council.

Harvey Waterman, Rutgers – New Brunswick (3): Graduate Faculty.

Marcia Welsh, South Carolina (3): Actually, this depends on the number of hours of the certificate and if we do or do not already have a program in the discipline. This applies to the next question also.

John Slattery, University of Washington (3): As per masters, but without approval at the state level.

Jay Thomas, Wright State (3): Approvals start with the dept, then college graduate committee (or all units if interdisciplinary). It then goes to a Grad Council Policies Committee, and, then, to Graduate Council. Academic deans may be included as part of the college graduate committee approval. State level approval is only required if the program exceeds 20 semester hours (used to be 16 but is being increased).

CGS Survey Reference

Pages 54, 55, 56, 57

Model Guidelines Reference

Items A.1, A.2, A.3, A.4, A.5, A.6, A.7, page G-1
Item A.8, page G-2.

iv. How Have The Certificate Programs Affected The Diversity In Your Graduate School?

Discussion:

The graduate community remains committed to creating and maintaining a climate wherein students of diverse backgrounds can flourish in their studies, and, in such an environment, gain a greater understanding and appreciation of the contributions of persons of various backgrounds to the body of thought in a discipline. The Council of Graduate Schools recently unanimously approved the following resolution in this regard:

> *The Council of Graduate Schools reaffirms its belief that seeking talented students from groups historically underrepresented in graduate education and encouraging them to pursue advanced degrees, serve the best interests of higher education and the nation at large. Since intellectual and creative ability are individual attributes rather than group characteristics, providing opportunities for such students to become engaged in advanced study is socially responsible. Broadening the talent pool from which graduate students are chosen enhances the educational and scholarly activities of all students and faculty and is good academic policy.*
>
> *Graduate education establishes an atmosphere of intellectual collegiality in which interaction among people with differing points of view is essential to learning. Students must deal with subject matter at the leading edge of their disciplines, a territory characterized by different and often opposing points of view. They must learn to question what they read and write in a manner that is both rigorous and evenhanded. They must maintain high standards for the criteria of proof, and they must be not only willing, but eager to test their ideas in a forum of their peers and colleagues. In this way, they hone their own skills and learn to engage in and contribute to the continuing discussion that defines the current consensus in any field. By bringing diverse individuals together to engage in intellectual activities, graduate education engenders respect for intellect, regardless of source, and builds a community whose members are judged by the quality of their ideas. The importance of this kind of preparation cannot be overstated. Graduate study serves to educate and train our teachers, our scholars, our scientists and engineers, and our leaders in business, government, and the professions. They will work in a rapidly changing world where race, gender, ethnicity, nationality, and related factors merge with knowledge, merit, and talent to play important roles in shaping society. Their ability to deal with differing ideas and viewpoints will enable them to interact effectively with people in all sectors of that society throughout the world.*
>
> *Underlying these guiding principles are strategies designed to create an inclusive graduate community. Virtually all of these strategies have utilized the broad concept of affirmative action: universities have affirmed their commitment to equality of opportunity by taking direct and specific actions to provide access to graduate education to those from historically underrepresented groups.*
>
> *During the past 25 years graduate schools have created a variety of approaches to identify, recruit, retain, and graduate such students. In the series, Enhancing the Minority Presence in Graduate Education, the Council of Graduate Schools has described more than 130 of these activities in over 100 universities. They range from summer research opportunity programs for undergraduates to community outreach activities designed to introduce the idea of graduate school to parents and their*

children. Many have involved increasing financial support through tuition scholarships, fellowships, traineeships, and assistantships with funds from a variety of public and private sources. These programs have been developed through graduate schools and supplement many others based in departments and colleges. As central university offices, graduate schools are able to work with different departments and disciplines and to establish broad approaches for dealing with common concerns and for sharing ideas about program design and effectiveness.

These efforts have been and continue to be successful. Today, over half of all graduate students are women, and more American minority students are earning graduate degrees than at any time in our history. Their success has led to increased awareness of opportunities lost and aspirations unfulfilled because of past exclusionary practices. Their accomplishments underscore the importance of recognizing and nurturing intellectual ability wherever it exists. Clearly, there is great potential for advanced study among populations previously underrepresented in graduate education. Their numbers in many fields, however, still are small, and continuing effort is needed to maintain the momentum.

There can be no question that admission to graduate school must be based on the intellectual and creative capabilities of the students and their potential for advanced study. Universities must continue to refine and improve procedures for assessing these capabilities. They also must retain the authority to select from among qualified applicants those who have the potential to bring new ideas and different perspectives to graduate education. Affirmative action, broadly conceived, has been and continues to be an effective strategy for accomplishing this objective. Regardless of the legal and political future of affirmative action, universities must continue to develop strategies that are effective in helping to make graduate education responsive to the intellectual aspirations of students. In so doing, universities will contribute to creating a truly pluralistic society. [6]

There are reasons to postulate that graduate certificate programs might provide a greater opportunity for universities to appeal to students of diverse backgrounds. Many certificate programs will enlist students who are older, who are already in the workforce, and for whom it is less important to consider formal, perhaps culturally-biased policies for admission.

Unfortunately, the date gathered to date indicates that our community is by-and-large unable to detect a greater response to certificate programs among women students, or students of color. In some of the small number of cases where a greater diversity is observed, it can be attributed to the discipline of the certificate program. There are, for example, a considerable number of women's studies graduate certificate programs; as well as a successful tribal law graduate certificate program at Northern Arizona University.

The community should remain diligent in seeking opportunities in certificate programs to maximize the number of students from traditionally underrepresented groups, either through curricular selections or through aggressive recruiting. It should be noted that the new CGS/Peterson's Award for Diversity in Graduate Programs could be a goal for universities with successful strategies in this area.

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[6] Building An Inclusive Graduate Community: A Statement of Principles, Council of Graduate Schools, December 13, 1996, San Francisco, CA.

Colleagues' Views

Deborah Losse, Arizona State (3): There is a new certificate in Indian Law that will increase the numbers of our Native American students in the College of Law and in the Justice Studies program.

Judith Trent, Cincinnati (3): Still too soon to tell....

James Gaikema, Kansas State (3): Too soon to tell— programs have not been operating long enough to permit an assessment of the track record.

Gail Tenen Spak, New Jersey Institute of Technology (2): Included among these enrollees are higher than average representation from key NJIT targets: women and out-of-state residents.

Bob Mundt, North Carolina – Charlotte (3): Haven't checked, but I doubt there's any difference.

Jerry Zar, Northern Illinois (3): No difference.

Marion Rilling, Rowan University (3): Not sure, really.

Charles Ambler, Texas at El Paso (3): Too small to judge.

Karen De Pauw, Washington State University (3): "Don't know yet."

CGS Survey Reference

Pages 70, 71

Model Guidelines Reference

Item A.11, page G-2.

v. Joint Programs

Discussion:

Some joint graduate certificate programs have been created. In this context, a joint program refers to any program involving multiple institutions.

Joint degree programs have certainly been on the increase in many quarters. One reason has been that universities have seen the value of joining the strengths of the faculty at two different institutions. For another reason, the creation of joint programs addresses an oft-voiced criticism by state legislators and state higher education officials about program duplication.

Numerous degree program examples can be cited: emerging doctoral programs throughout the California State University system also include the University of California System, and at least one campus of the UC system. Several joint programs have been mandated by the Louisiana Board of Regents, often involving as partners a Historically Black University as well as a predominantly white university. The University of Charleston, South Carolina, has six graduate programs (one under development) leading to joint degrees with four other South Carolina public universities. The Great Plains Human Ecology Consortium is developing a set of 7-institution, 7-state graduate programs.

Colleagues' Views

Bianca Bernstein, Arizona State (2): The principles we developed for redesigning our offerings as a collaborative gerontology certificate program now form the basis of statewide guidelines for the development of new inter-institutional collaborative degree programs in Arizona. Thus, proposals for a new tri-university (ASU, University of Arizona, Northern Arizona University) Master of Engineering program and a new collaborative Ph.D. in the history and theory of art (ASU and the University of Arizona) have been based on these principles developed for the collaborative gerontology program.

CGS Survey Reference

None.

Model Guidelines Reference

Items A.12, A.13, page G-2.

vi. Terminology

Discussion:

Throughout this document, the type of program being described has been called a "graduate certificate" program. It is abundantly clear, however, that there are so many uses of the term "certificate" that there is bound to be confusion among students, employers, and even university officials about the various uses of the term.

There are other terms that have been used to describe the type of program we discuss. Canadian universities generally use the term "graduate diploma," and this term is also used in other parts of the English-speaking world. Some universities have used the acronyms COGS and CAGS (COGS: Certificate of Graduate Study; CAGS: Certificate of Advanced Graduate Study). These would correspond approximately to the terminology "post-baccalaureate certificate program:" and "post-master's certificate program" used here. Another term in use is PDP or "professional development program."

The problems arising with the use of the term "graduate certificate program" are at least twofold:

1. There are very different kinds of certificates awarded, even those awarded by universities. Universities issue certificates for persons who receive a CEU, or continuing education unit, for participation in some activity. Certificates may also be issued for non-credit courses, for undergraduate coursework, or for professional service. Thus the meaning of a graduate certificate to a student or employer may be unclear.

2. The term certificate is also often confused with the term "certification." Normally, universities certify that students have demonstrated competence in a certain discipline, and in some cases, the document attesting to this fact is called a certificate. (In other cases, the document may be called a "degree," or a "diploma," or even, colloquially, a "sheepskin.")

The process of certification represents the acceptance of a person (who may have previously received a certificate) into a profession. Usually the body granting the certification is a body empowered to do so by state or federal law.

In considering new terminology to describe uniquely the graduate certificate program and their aliases, it would seem that there are several options:

1. Continue to use the term "graduate certificate," and explain the use of he word "graduate" in this context.

2. Adopt another term already in some use such as "diploma" or "COGS."

3. Invent a new term: Roget's provides several candidates: document, endorsement, credential, authentication, affidavit, declaration, testimonial, warrant, guarantee.

It is hard to imagine that any of the cited examples would find great acceptance in the graduate community, again because of other uses of each of these terms.

Both 2 and 3 also have the disadvantages that, like the use of the word certificate, there is likely to be continuing confusion.

4. Translate one of the options in 2 or 3 into Latin or Greek!

But once again, the solutions in 3 and 4 also have the disadvantage that there are many, many brochures, pamphlets, web sites, and so on that refer to "graduate certificate" programs.

5. Rather than trying to find a new name for the category of program we describe, consider the possibility of defining a set of criteria, which would distinguish the type of program generally described in this document, and name the set of criteria. For example, let us call the *pergraitas* requirements, or *pergraia postulanda*[7] the following:

   a. the courses are part of the graduate curriculum of the university;

   b. admission to the program is based on an admissions policy for the graduate school (although not necessarily identical requirements --- for example, a general grad school requirement of a 3.0 GPA for entry to degree programs but 2.5 for certificate programs would meet the spirit of this recommendation);

   c. the completion requirements are the same as for degree programs, as far as that applies;

   d. recognition of the completion is noted on the student's transcript.

Then, should the graduate community adopt this terminology, universities might consider in their advertising of their programs that their graduate certificate, diploma, COGS, CAGS, PDP or whatever "meets the *pergraia postulanda* of the Council of Graduate Schools."

These suggestions are put forward for consideration of the graduate community. Discussion on this topic is especially welcome.

Colleagues' Views

Bianca Bernstein, Arizona State (2): Although certificate programs are by no means a new phenomenon, there is no clear understanding by the public, and often by higher education institutions themselves, of what a certificate represents. After all, many trade, technical, and proprietary schools offer certificates upon the completion of a course of study perhaps as

[7] *Pergraia postulanda* (Lat.) translates as "most important matters to be asked for/demanded," courtesy of Professor Frank Morris, Professor of Classical Languages, College of Charleston.

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brief as one day. Indeed, within our universities, individual faculty or programs produce "certificates" for distribution to students or community members as an honor or recognition of participation in a workshop or event.

David Leyton-Brown, Ontario Council on Graduate Studies (2): In Ontario, the term "graduate diploma" is used to describe a variety of programs, which have the following characteristics in common: 1. Academic credit is awarded for the courses taken, and the program completed. That is, this is not noncredit continuing education. 2. A 4-year honors bachelors degree (or equivalent) is required as preparation, or as a basis for admission. In other words, these programs are at the graduate level. 3. They are primarily based on coursework, rather than a research-based thesis or dissertation. 4. Their requirements are less extensive or demanding than those for a master's degree in the same discipline.

CGS Survey Reference

None.

Model Guidelines Reference

Item A.16, page G-2.

B. Management Issues

i. Free-Standing or Add-on?

Discussion:

A "free-standing" graduate certificate, by definition, is one that exists in a discipline, or area of study, in which the university does not offer a related master's or doctoral degree. As a contrast, a certificate program offered in a discipline where such a related degree is offered is termed an "add-on" certificate program.

One may argue that the most appropriate role for a graduate certificate program is in an area in which the graduate school and the graduate faculty have a well-defined curriculum, such as would result if the certificate program were an "add-on." However, although it may be the case that the curriculum for the certificate program could be more be easily developed if the courses already formed part of the graduate curriculum, one would also have to be concerned about two phenomena:

First, if the certificate program is being designed to meet a specific need in the community which the university serves, will there be a tendency to shape the program to fit the existing curriculum, in which case will the demand be truly satisfied? Second, the university must consider, at least, the argument that the certificate program may replace a related degree program. In the words of Bianca Bernstein of Arizona State, "we want to actively discourage the possibility that students would use a short certificate program as a substitute for a full degree program."

In addition to these considerations, the development of free-standing programs may also have benefits for the institution. For example, there could be a number of cases where the department or discipline has not offered a graduate degree, and may not have the resources to do so; but a graduate certificate in the discipline may be a way of developing the department's capability to offer a full degree program. In addition, the development of a graduate certificate program may be a way of "testing the market" for graduate education in the discipline.

In many institutions, developing the cooperation or "critical mass" to offer interdisciplinary degrees is also a challenge to the faculty and administration. Where such degree programs do not exist, an interdisciplinary certificate program may be easier to develop than the protocol necessary to develop a degree program.

Some universities have decided as a policy that they will only develop stand-alone programs; others by policy that they will only develop add-on programs.

It is clear, however, that most institutions feel that it is appropriate to offer certificate programs both in the areas of existing degree programs, and in other areas --- particularly interdisciplinary fields --- where no degree program exists. However, the arguments in favor of having certificate programs only in areas where no degrees are granted are in regard to

protecting the enrollment of the related degree programs; the arguments in favor of having certificate programs only in degree areas relate to the availability of resources to offer the certificate programs.

Colleagues' Views

Joan Lorden, Alabama-Birmingham (1): We offer two types of certificates; one requires Board of Trustees approval, is recorded on transcripts, and comes with a diploma-like object. These are limited in number at the graduate level, although we do have a successful one in gerontology and have discussed several others. They require admission to a program and a defined curriculum of 15-24 hours. The other type is more informal: Students who complete specialized coursework in an interdisciplinary area may awarded certificates in that area (e.g., neuroscience) even though they receive a Ph.D. in cell biology or something else.

Bianca L. Bernstein, Arizona State University (2): Thus far at ASU, we have purposefully avoided offering certificate programs in areas where graduate degree programs are available. We want to actively discourage the possibility that students would use a short certificate program as a substitute for a full degree program. We wish to have clear "product identity," so that potential employers understand fully the credentials and level of preparation of our graduates.

Carl Bellone, Cal State Hayward (3): We have 5 graduate certificate programs. Three are add ons to master's programs, two are free standing.

Barbara Braden, Creighton (3): We have certificates that are add-on to a previous master's degree nurse practitioner certificates for people with a master's in another nursing specialty, education certification programs that may be taken following master's or before master's (certificate in gifted and talented education), certificates that are strictly before master's (Health Services Administration).

Pamela Reid, CUNY Graduate Center (1): All of our certificate programs must be interdisciplinary; thus, they include faculty and courses from several departments as well as offering one or two integrating courses. Students must be accepted into a tradition doctoral program, then if they elect to participate in the certificate program, they take the core courses and conduct their dissertation research in the area of the certificate studies.

John Cavanaugh, Delaware (3): We have free-standing programs in nursing and add-ons in other programs.

Leigh DeNeef, Duke (3): At Duke, Certificate programs are generally interdisciplinary and thus cross degree-granting units, although we have not actually set any hard and fast policies regarding this. We also have some programs--East Asian Studies, for example--in which students can pursue EITHER a degree (M.A.) OR a certificate. Currently, though, all certificate programs are broader than any single degree-granting unit, whether these be individual departments or graduate training programs.

Joseph Wood, George Mason (3): We support two kinds--those which piggy back on degree

programs, i.e. where students take a coherent set of courses in which other students are working toward a degree, and those that are stand alone, i.e. in which the courses are unique to the certificate.

John Mayfield, Iowa State (3): Iowa State has only four certificate programs, and all four are associated with degree programs. We do not have any rule that requires this, however.

Keith Schlender, Medical College of Ohio (1): The Medical College of Ohio offers a Post-Master's Family Nurse Practitioner Certificate Program (FNP-C) for individuals who have completed a Master's Degree in a clinical nursing specialty and who desire to obtain specialized knowledge to seek certification as an FNP.

Robert C. Johnson, Miami University of Ohio (3): Although we would allow a student to take a certificate, for instance in Women's Studies, who is not a degree candidate, in fact all students who have earned a certificate have been enrolled in a degree program.

Doug Wartzok, Missouri - St. Louis (1): We offer only 18 hour Graduate Certificate Programs. Furthermore, the state Coordinating Board for Higher Education requires that the Graduate Certificate be within an established degree program, so in all areas in which we offer Graduate Certificates, we also offer at least a master's degree.

Gail Teren Spak, New Jersey Institute of Technology (2): Since the graduate certificate would yield a stand-alone credential, some NJIT departments feared that the new program would depopulate regular master's degree programs by drawing into its ranks current or potential NJIT M.S. candidates. To safeguard against this, it was decided that enrollees would be afforded nonmatriculated status thus making them ineligible for financial aid. This, in turn, required the Office of Graduate Studies to agree to grant a waiver from its nine credit policy of permissible nonmatriculated enrollment.

Alfredo Garcia, New Mexico Highlands (3): We at Highlands are now beginning to develop these programs which would include both, free standing and as part of the curriculum, especially in social work and education. We also plan on providing CEU credit to practicing professionals for licensure. I believe that a way to enrich higher education is through certificate programs, since they also meet a community need.

Neil Hadley, North Carolina - Wilmington (3): As you may remember, UNCW is in the process of establishing its first postbac certificate program...gerontology. There is no existing master's program in this discipline, but there is much interest in such a degree in the community. Our thinking is to go first with a strong, comprehensive certificate program (one that meets accreditation requirements for this discipline) and, if successful, convert to formal degree program in time.

Jay Thomas, Wright State (3): We distinguish between certificates intended for non-degree candidates but in an area where we have graduate degrees (example: specialized topics in CS) and those to be awarded along with a graduate degree (example: Women's Studies). We have not anticipated a disciplinary certificate in an area that does not have a master's degree. I think there may be resource issues (insufficient courses) that do not arise in the other cases.

CGS Survey Reference

Pages 8, 9, 10

Model Guidelines Reference

Item: B.1, page G-2.

ii. Time Limits for Programs

Discussion:

Universities have become concerned about the proliferation of programs. Many administrators will look for programs to eliminate when new programs are introduced. Consequently, it may be worthwhile when considering implementing graduate certificate programs to project the need for the program into the future, and also to consider the method for terminating the program when it no longer serves a purpose.

One method for ensuring that a graduate certificate program will not outlive its usefulness could be to build a *sunset clause* into its creation. A sunset clause is an automatic provision for the termination of a program after a fixed period of time, unless a specific justification is made at that time for its continuation.

Among the universities who responded to the CGS Survey, only a handful had a specific automatic termination program in place.

Colleagues' Views

Mary Walshok, California – San Diego (3): To date we have not considered "sunset clauses."

Jim Henkel, Connecticut (3): Our certificate programs are reviewed every 7 years when the host program is reviewed. They are not sunseted as such, but could be discontinued if they have not been found to be cost effective at the time of review.

Patricia Swan, Iowa State University (3): [No sunset clause] But certificate programs will be reviewed with regular degree programs.

Keith Schlender, Medical College of Ohio (3): Although we do not have one, I think that there should be a sunset clause. I would think 4 years or even less. I will be very interested in the responses you get.

Harry Richards, New Hampshire (3): Our guidelines state that certificate programs will normally be approved to last 3 years. Continuation of a program beyond 3 years will be granted on a year-to-year basis for as long as the program is financially viable. Termination of a certificate program prior to its 3-year life cycle can occur at any time that the program is no longer financially viable provided that students admitted to the program have been offered at least one cycle of courses in the certificate.

Jerry Zar, Northern Illinois (3): Certificate programs should be reviewed periodically, just as degree programs are. Currently, we review degree programs on a 7-year cycle.

CGS Survey Reference

Pages 32, 33, 34

Model Guidelines Reference

Item B.4, pages G-2, G-3.

iii. Is There A Fast-Track Process For Approval?

Discussion:

Again addressing the concerns of responsiveness, the university may consider a *fast-track* process for the approval of the graduate certificate program. Fast-tracking may be appropriate, for example, if the proposed graduate certificate program meets certain criteria, such as:

a. no new courses in the curriculum;

b. no new faculty required;

c. admissions process following accepted practice;

d. completion requirements also following accepted practice.

In such cases, the approval bodies, under fast-tracking, would be expected to act on the program proposal within a given time limit, say ninety days.

Colleagues' Views

Will Barrett, Indiana State (3): We have a fast track approval for certificates that require no new course work - fast track bypasses many committees.

Bob Mundt, North Carolina – Charlotte (3): A proposal for fast-track approval is currently being considered.

Neil Hadley, North Carolina – Wilmington (3): Because of the above procedures, there is a "fast-track" process to this...depends on how quickly it gets through campus approval procedures and is endorsed by GA.

Jerry Zar, Northern Illinois (3): NIU: About 3 months would be typical.

Marion Rilling, Rowan University (3): Only if one-time only offering is desired.

Jack McKillip, Southern Illinois (3): A one-track process: graduate council only.

CGS Survey Reference

Pages 58, 59, 60, 61.

Model Guidelines Reference

Item B.13, page G-3.

iv. Have You Considered the Possibility That a Graduate Certificate Program May Draw From or Cannibalize Your Related Degree Program?

Discussion:

A concern often expressed by universities contemplating graduate certificate programs is whether or not the program will threaten the development of existing degree programs. The argument in effect is the following: "Suppose that in the future students who would otherwise enroll in our master's degree program in X, decide instead to take our graduate certificate program in X; this could seriously affect the continuity of our master's program."

Of the respondents to the survey, over 90% have said that this has turned out not to be a problem. The other side of the coin is that new students may enroll who would not otherwise be in graduate school; and persons completing the certificate program may subsequently decide to apply to the master's program.

Colleagues' Views

Bianca Bernstein, Arizona State (2): Certificate programs can serve as an effective tool for recruiting new students to existing graduate degree programs. In instances where nondegree students can enroll in certificate programs, community members engaged in lifelong learning, re-entry students, adults who are considering re-careering, or those seeking professional development may enter a short-term certificate program only to find the wealth of resources available at the university and the opportunities available through full degree programs ... we want to actively discourage the possibility that students would use a short certificate program as a substitute for a full degree program. We wish to have clear "product identity," so that potential employers understand fully the credentials and level of preparation of our graduates.

Deborah Losse, Arizona State (3): It is a possibility but haven't approved yet a certificate that overlaps with degree program. A faculty group has considered the issue and would still like to have the option of overlapping certificates and degree programs. No decision has been made yet.

Wesley Brown, East Tennessee (3): Has drawn new students to degree programs.

Carol Burke, Johns Hopkins (3): Quite to the contrary; certificate programs have brought new students into the degree program.

Harry Richards, New Hampshire (3): Credits can be used for certificate and degree. We hope that in some cases, students may decide to continue for a degree program that they were not anticipating when they began the certificate. Of course it could work in the other direction also but we do not view this as a problem.

Gail Tenen Spak, New Jersey Institute of Technology (2): Since graduate certificate students would be studying in the same classes as full-fledged master's degree students, some academic departments feared that the value of the NJIT master's degree could be undermined. To overcome this, graduate certificate applicants, while permitted a simplified admissions process, were nonetheless required to meet NJIT academic department standards for regular admission as M.S. degree candidates and, at the determination of academic departmental chairs or designees, also were required to complete ancillary (bridge) courses if needed.

Neil Hadley, North Carolina – Wilmington (3): Not a concern at the present time for UNCW as this will be our first postbac certificate program.

Jerry Zar, Northern Illinois (3): We don't have any experience to cause this concern. On the contrary, we hope that student pursuing a certificate will occasionally become interested in a related degree program.

Jack Haar, Virginia Commonwealth (3): Some students today need some graduate work but not an entire graduate degree. It they decide to go on for a masters degree they can apply the certificate credits to the degree if the time limit has not run out.

CGS Survey Reference

Pages 62, 63, 64

Model Guidelines Reference

Item B.2, page G-2.

v. Advisory Committees

Discussion:

An interesting aspect of graduate certificate program involvement of the Boeing Corporation has been its strong recommendation that the development of graduate certificate programs be assisted by the creation of Advisory Committees, with representation from industry and professional associations, government agencies, or other sources, as well as members of the academy.

It should be noted that the term "Advisory" is important in this context. Few faculty members or administrators would wish to give authority over the curriculum to such an external body. (Indeed, few Advisory Committee members would be likely to desire such authority.)

This is a practice which could well be emulated by other universities developing such programs.

Colleagues' Views

Gail Teren Spak, New Jersey Institute of Technology (2): NJIT offered New Jersey firms the prospect of beginning "Company Collaborative Graduate Certificates" at their sites for the exclusive benefit of their workforce. As a result, specialized programs have or are being established at Lucent Technologies, Inc., National Starch and Chemical Company, Dendrite International, Inc., and Dialogic, Inc.

CGS Survey Reference

None.

Model Guidelines Reference

Item B.3, page G-2.

C. Curriculum Issues

i. How Many Graduate Credit Hours Should be Required for the Completion of a Graduate Certificate?

Discussion:

The duration of a certificate program could be one of the principal distinctions between this type of program and a master's or doctoral degree program. There seems to be a general understanding that certificate programs in general should be of shorter duration, and concentrated more on a specialization, than a comparable degree program. Within this definition, there has nonetheless been a very wide range of offerings, with credit hour requirements ranging from 6 semester hours to 60 semester hours!

In some cases, the number of credit hours or courses are the result of practice in a certain profession. For example, there are a number of Family Nurse Practitioner programs that have been developed as certificate programs at the Post-Master's level. The student, in order to become a Family Nurse Practitioner, first completes a master's nursing, and then takes an additional number of credits required to be recognized professionally as a Family Nurse Practitioner; the additional credits courses are packaged to constitute the Family Nurse Practitioner Certificate program.

Another candidate for this type of program could be in accounting, where the governing professional body has required 150 hours of coursework to enter the accounting profession. A number of universities may choose to satisfy the additional post-baccalaureate requirements with a certificate program.

As a potential rule of thumb, it would seem reasonable to examine carefully whether a certificate program should require more than half of the number of credits required in some related degree program.

As an example, the following table lists 93 responses from CGS members and others in terms of their policies for the minimum number of credit hours, the average (mean) number of credit hours, and the maximum number of credit hours, in their graduate certificate programs. In addition to this table will be found particular comments from a number of the respondents. Although some programs have as few as 3 credit hours, and some as many as 60, the averages per institution are generally between 13 and 22 credit hours, and the overall average reported is 17.2 credit hours. In a few cases, a conversion has been performed from a quarter hour system to a semester hour basis.

University	Minimum Number of Semester Hours for Certificate Programs	Average Number of Semester Hours for Certificate Programs	Maximum Number of Semester Hours for Certificate Programs
American University	9	18	27
Arizona State University	15	21	24
Black Hills State University	15		24
California State University - Fresno	12	18	21
Central Michigan University	15	18	18
City University	18	21	36
Claremont Graduate University	9	15	21
Clarkson University	12	15	15
College of New Rochelle	15	18	21
College of Notre Dame	15		18
College of William and Mary	12	12	12
Colorado State University	9		
Columbia University	12	15	18
Concordia University Montreal	15	15	18
Eastern Michigan University	12		
Eastern Washington University	20	20	20
Emerson College	12	12	12
George Washington University	9	12	21
Harvard University	32	32	32
Indiana University	12		24
Iona College	15		21
Iowa State University	12	15	18
Johns Hopkins University	9		9
Kansas State University	12		20
Medical College of Ohio	12	15	36
Michigan State University	6	12	15
National University	20		23
New Jersey Institute of Technology	12	12	12
New York University		24	56
North Dakota State University	12	15	21
Northeastern University *	10.7	18	26.7
Northern Arizona University	9		
Northern Illinois University	12		18
Oklahoma State University	21	21	21
Old Dominion University	12	15	30
Pennsylvania State University	9		38
Portland State University	15	18	30
Rensselaer Polytechnic Institute	12		15
Rowan College	18	18	18
Rutgers University - New Brunswick	12	13	15
Saint Louis University	15	21	30
Seattle Pacific University	21	21	
Sierra Nevada College	33	33	33
Southern Connecticut State University	9	26.5	30
Southern Illinois University - Carbondale	6		21
Southern Polytechnic State University	18	21	
Southwest Missouri State University	9	12	15
St. Cloud State University	12	12	12

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University	*Minimum Number of Semester Hours for Certificate Programs*	*Average Number of Semester Hours for Certificate Programs*	*Maximum Number of Semester Hours for Certificate Programs*
State University of New York - Albany	18		60
State University of New York - Stony Brook	15	21	33
Troy State University - Montgomery	16		
Universidad Autonoma de Guadalajara	3	21	27
University of Alabama - Birmingham	15	19.5	24
University of Alabama - Tuscaloosa	12	18	30
University of California - Los Angeles*	3	4	11
University of California - San Diego	9		
University of California - Santa Barbara	16	24	33
University of Central Florida	9	12	18
University of Charleston, SC	12	12	12
University of Chicago	12		18
University of Connecticut	12		15
University of Dayton	9	12	15
University of Denver *	16	18.7	20
University of Illinois - Urbana Champaign	6	12	15
University of Kentucky	8	11	15
University of Louisville	12		24
University of Massachusetts - Lowell	12	12	12
University of Memphis	12	12	12
University of Missouri - St. Louis	18	18	18
University of Montreal		15	18
University of Nevada - Las Vegas	15	16.5	18
University of Nevada - Reno	12		15
University of New Brunswick	15	15	21
University of New Hampshire	12		
University of North Carolina - Charlotte	12		15
University of North Carolina - Greensboro	12	17.8	35
University of North Carolina - Wilmington	21		24
University of North Dakota	12	12	
University of Richmond	30	30	30
University of San Diego			
University of South Carolina	18		27
University of South Florida	9	15	24
University of Tennessee	15		
University of Texas at El Paso	12		
University of Virginia	9	18	33
University of Wisconsin - Milwaukee	21		
Utah State University	16	16	16
Virginia Commonwealth University	30	30	30
Washington State University	9		
Wayne State University	9	15	21
Western Illinois University	6	15	18
Western Michigan University	18	18	
Wright State University	16	16	16
MEAN IN EACH CATEGORY	*13.5*	*17.2*	*22.3*

* Conversion from quarter system

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Colleagues' Views

Brian Fernandes, Iona College (3): Our minimum is 15 credits, and the maximum is 21 credits. My personal opinion is that a program of less than 15 credits may not provide the depth and breadth of knowledge that a graduate program should provide. At times, the number of credits are dictated by specific state requirements leading to licensure or certification of students.

Keith Schlender, Medical College of Ohio (3): The State of Ohio allows graduate certificate programs with 16 Semester Credits (24 Quarter Credits) or less in areas with approved graduate degrees with institutional approval. Certificate programs with greater credit requirements must be approved by the Ohio Board of Regents.

Bob Mundt, University of North Carolina - Charlotte (3): Wayne, I like our policy of standardizing the certificate to mean 12-15 hours. However, I think we will have to make exceptions: Our nursing people are proposing a certificate as Nurse Anesthesiologist of 42 hours! The parallel M.S. is 70 hours, and the chair said I wouldn't want to be anesthetized under the care of a nurse who only had 12-15 hours of training!

Neil Hadley, North Carolina - Wilmington (3): Again, as we prepare for a postbac certificate program in gerontology, we are considering a credit requirement of between 21 and 24 hours. This will meet or exceed standards published by the Association for Gerontology in Higher Education for graduate certificate programs in gerontology. A more rigorous requirement upfront will also facilitate the conversion to a formal master's degree program in gerontology down the road.

Penny Amy, University of Nevada - Las Vegas (3): I think that the number of courses/credits needed should be driven by the content and need for education/training. It does, however, seem strange that as few as 8 cr. could qualify for anything. Programs around 18 - 24 credits seem most reasonable. More credits should result in a degree and fewer seem not to provide adequate experience.

Gail Gere, Rensselaer Polytechnic Institute (3): Rensselaer does all it's current Certificate programs on an informal basis, i.e. the individual department produces a piece of paper that grants the Certificate; the "Certificate" is not recorded on the official transcript. Many of the certificate students will be non-matriculated students. I expect that we will get into the business of Certificates in a more formal way which in NYS requires review and registration with the State. All our current certificates are 4 courses (usually 12-15 credit hours depending on whether the courses carry 3 or 4 credits each).

CGS Survey Reference

Pages 14, 15, 16, 17

Model Guidelines Reference

Item C.3, page G-3;
Item C.4, page G-4.

ii. Are Your Programs Post-Baccalaureate or Post-Master's?

Discussion:

Most universities define their graduate certificate programs as being either post-baccalaureate or post-master's, and most universities offer both types of programs. Others have wondered about the source or relevance of these definitions.

In a general sense, we may say that a post-baccalaureate certificate program is one that requires at a minimum that the applicant have a bachelor's degree from an accredited institution; that the curriculum be of a depth and breadth consistent with degree programs that require a bachelor's degree; that the curriculum ensure a level of sophistication consistent with students who possess a bachelor's degree; and completion requirements be comparable, although not necessarily identical, to a related master's degree program.

Similarly, a post-master's certificate program is one that requires at a minimum that the applicant have a master's degree from an accredited institution; that the curriculum be of a depth and breadth consistent with degree programs that require a master's degree; that the curriculum ensure a level of sophistication consistent with students who possess a master's degree; and completion requirements be comparable, although not necessarily identical, to a related doctoral degree program.

It should be noted that a number of universities which are predominantly master's institutions do offer post-master's graduate certificate programs.

This post-bachelor's and post-master's certificate terminology has also been recognized as a field value in the US Department of Education's IPEDS database.

Colleagues' Views

Bianca Bernstein, Arizona State (2): The interdisciplinary programs that involve faculty and courses from multiple academic units are administered directly by the Graduate College, with the exception of the medieval and renaissance studies certificates, which are offered through the Arizona Center for Medieval and Renaissance Studies. The others operate within their disciplinary units.

Pamela Reid, CUNY Graduate School (1): All of our certificate programs must be interdisciplinary; thus, they include faculty and courses from several departments as well as offering one or two integrating courses. Students must be accepted into a tradition doctoral program, then if they elect to participate in the certificate program, they take the core courses and conduct their dissertation research in the area of the certificate studies.

Tom Feldbush, East Carolina (3): I believe that we will also have pre baccalaureate certificates but those won't be the responsibility of the graduate school.

Sheila Cooper, Indiana University (2): Because of its strength in interdisciplinary programs and

the number of its area-studies centers, Indiana University offers a wide variety of certificates in very diverse fields--from animal behavior to Central Asian Studies to biblical and literary criticism.

Keith Schlender, Medical College of Ohio (1): The Medical College of Ohio offers a Post-Master's Family Nurse Practitioner Certificate Program (FNP-C) for individuals who have completed a Master's Degree in a clinical nursing specialty and who desire to obtain specialized knowledge to seek certification as an FNP. All courses are at the graduate level and individuals who complete the program are qualified to take the certification examination offered by the American Nurses Credentialing Center for family nurse practitioners.

Gale Teren Spak, New Jersey Institute of Technology (2): Each certificate would need to be composed of existing or planned for NJIT graduate courses. Allowing for an interdisciplinary focus, this injunction resulted in the creation of certificates that, in essence, were subsets of courses from one or more existing NJIT graduate degrees.

Neil Hadley, North Carolina - Wilmington (3): The gerontology certificate program will be interdisciplinary. Others that may be proposed in future could reside within a single discipline only, but this unlikely since almost all new graduate programs here are interdisciplinary.

Harvey Waterman, Rutgers (3): I don't understand what it means to say that a certificate program is postbaccalaureate as opposed to post-master's. That is not a distinction we would make. Our programs must be done in connection with a degree program, but a doctoral program is not "post-master's" and the student can choose. I suppose that means both in your survey, but I had trouble with the nomenclature.

David Hilderbrand, South Dakota State (3): Certificate programs should be designed to respond to an educational need, and since that need will vary widely, they should not be restricted to a particular design.

CGS Survey Reference

Pages 21, 22, 23

Model Guidelines Reference

Item C.1, page G-3.

iii. Are Your Certificate Programs in a Single Discipline or Interdisciplinary?

Discussion:

Interdisciplinary or multidisciplinary programs seem to be growing in number and kind, as the need grows for critical thinking that may benefit from preparation in several disciplines.

It is often the case in academe that it is difficult to develop programs involving different disciplinary units. One train of thought holds that the development process for graduate certificate programs should be simpler than the development of multidisciplinary degree programs. Others would make the point that single discipline graduate certificate programs will be simpler to administer.

In any case, most universities responding to the CGS Survey indicate that they have both single-discipline and interdisciplinary programs among their graduate certificate programs.

Colleagues' Views

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David Hilderbrand, South Dakota State (3): Certificate programs should be designed to respond to an educational need, and since that need will vary widely, they should not be restricted to a particular design.

CGS Survey Reference

Pages 24, 25, 26

Model Guidelines Reference

Item C.5, page G-4.

iv. Distance Learning in Graduate Certificate Programs

Discussion:

Most graduate certificate programs are not delivered using a distance education approach. However, many respondents to the accompanying survey indicated that they are currently considering offering graduate certificate programs in a distance learning mode.

Among distance learning modalities currently in use in graduate certificate programs, it seems that web-based approaches are growing in number, and this approach may well become the predominant distance learning approach for graduate certificate programs.

A recent survey of distance learning graduate programs, *The Best Distance Learning Graduate Programs*,[5] summarizes a number of certificate programs as well as degree programs offered in a distance format. It is of note that the predominant approach to distance learning for certificate programs in this survey was mailed videotapes. Another source of information on some distance learning graduate certificate programs is the *Peterson's Guide to Distance Learning Programs 1999*.[6]

Colleagues' Views

Thomas Allen, Gallaudet (3): (one certificate program in the use of instructional technology in classrooms for the deaf is offered primarily on the Web; other certificate programs are only offered on campus.) ... Certificates are very new at Gallaudet, as is the development of Web courses. We are feeling our way along as these two trends are merged. The issue of pricing is particularly thorny, as Web courses can be taken very cheaply from state Universities and on-line universities, and even more cheaply from various high-tech industries. We are evaluating proposals for variable pricing. However, as certificates are typically comprised of extant courses, we are reluctant to compete with ourselves, particularly if certificate coursework can later transfer to degree coursework. One model under discussion is discounts for DE courses (particularly those delivered outside the Washington DC area) combined with significant transfer fees if certificate credits are subsequently applied to degree requirements.

James Giakeru, Kansas State (3): Currently, no certificate program uses a distance-learning course. I am certain this will change -- KSU has technology to offer courses in all of these formats.

Dawn Horgan, Memphis (3): [No distance learning] but may have some in the future

Gail Town Spak, New Jersey Institute of Technology (2): To accomplish this, each certificate, to the fullest degree possible, would be made available through classes conducted via distance learning techniques that demand equal effort but do not require formal classroom attendance.

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[5] The Best Distance Learning Graduate Programs, Vicky Phillips and Cindy Yager, Princeton Review, 1998.

[6] Guide to Distance Learning Programs 1999, Peterson's, Princeton, NJ, 1999.

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Harry Richards, New Hampshire (3): Any of the above are acceptable although none are being used at present.

Bob Mundt, North Carolina – Charlotte (3): Not yet: Being planned.

Neil Hadley, North Carolina – Wilmington (3): not at this time

Jerry Zar, Northern Illinois (3): Not yet; probably will be developed.

Marion Rilling, Rowan (3): [No distance education] As yet!

Jack McKillip, Southern Illinois University – Carbondale (3): Not yet. Hope to.

Richard Lorenzen, University of Washington (3): There are distance learning graduate certificates (currently 3) which use primarily asynchronous learning approaches, including Internet, video tapes, printed materials, telephone, video conferencing and some face-to-face. It is a highly eclectic approach which cannot be categorized simply, and it is determined by the faculty and the pedagogy of the discipline.

CGS Survey Reference

Pages 37, 38, 39

Model Guidelines Reference

Item C.6, page G-4.

v. Is There An Overlap in the Curriculum of the Certificate Program with a Related Degree Program?

Discussion:

Almost all universities with graduate certificate programs have reported in the CGS Survey that at least part of the curriculum of the graduate certificate program also is contained in the curriculum of a related degree program.

This is an important delineation in considering what should be considered a *graduate* certificate program and what should not. Except in cases where a university offers a graduate certificate program but no graduate degree, it would seem to deny the assertion that of the program being a graduate certificate program if none of the coursework could also apply to a graduate degree program.

Colleagues' Views

Deborah Losse, Arizona State (3): So far our certificates are distinct from degree programs, but there may be related programs: MPH and gerontology; sociology and gerontology, etc

Sheila Cooper, Indiana (2): Certificates do not come without problems. They raise issues about the double counting of credits, a matter on which Indiana University takes a conservative stance. They can create quagmires when a student who has a certificate decides she or he wants to get a degree in the same field; university registrars and reputable institutions have long held that one should not get two degrees for the same work.

Harry Richards, New Hampshire (3): This depends on the program but in general, there is no restriction on overlap. Courses may be applied to only 1 certificate, but may be applied to a master's or doctoral degree program as appropriate.

Gail Teren Spak, New Jersey Institute of Technology (2): Each graduate certificate would be worth 12 credits, earned by completing four specified courses, and would represent both a stand-alone credential in its own right and a "springboard" to a corresponding master's degree at NJIT or elsewhere.

David Leyton-Brown, Ontario Council on Graduate Studies (2): It is not possible for a student to receive both a degree and a graduate diploma by double-counting the same courses toward both sets of requirements. The graduate diploma is intended to provide an additional qualification for additional work.

Jack Haar, Virginia Commonwealth (3): Usually there is total overlap, but it depends on the program. In most cases it is total.

John Slattery, University of Washington (3): Can be, but not necessarily.

CGS Survey Reference

Pages 48, 49

Model Guidelines Reference

Item C.7, page G-4.

vi. Does The Program Have Requirements Beyond Coursework?

Discussion:

Some graduate certificate programs have requirements other than coursework. These additional requirements may include laboratories, internships, practica, projects, and in a few cases, theses.

These additional requirements are usually a function of a tradition within a discipline. There seem to be few examples where the additional requirement is not also part of the curriculum of a related master's or doctoral program, and no examples where it is a part of the general graduate school requirements.

Colleagues' Views

Deborah Losse, Arizona State (3): Depends on the program: internships, practica, capstone, etc.

Charles Li, California – Santa Barbara (3): 160 hours of internship in an approved organization outside of the Campus.

Vivian Vidoli, California State- Fresno (3): Some do in professional development assignments.

Peter Garrod, Hawaii (3): Depends on the certificate program, all have some extra requirement.

Jim Guikema, Kansas State (3): Graduate School residence requirements and the requirements for a comprehensive final examination do not automatically apply to certificate programs, but individual certificate programs may include them if appropriate.

Bart Rippon, Loma Linda (3): Several, such as the Drug and Alcohol Counseling Certificate have requirements for clinical hours. Others require labs while there are some that are pure coursework.

Penny Amy, Nevada – Las Vegas (3): These are present in the certificate program but are offered as courses in the program. This certificate in Nursing allows the practicing nurse who already has a masters degree in Nursing to take coursework needed to sit for the national certification exam. The coursework is ~ 50% of the masters program in either Nurse Practitioner or Clinical Nurse Specialist. It is missing the thesis credits and thesis project because they already have a masters degree.

Harry Richards, New Hampshire (3): None so far.

Bob Mundt, North Carolina – Charlotte (3): Depends on the certificate program

Jerry Zar, Northern Illinois (3): Some of these questions may be tough for some universities to answer, because all certificates at a given university might not yield the same answer. I have answered with respect to the university-wide characteristics.

Jack Haar, Virginia Commonwealth (3): Usually the certificates are only coursework.

John Slattery, University of Washington (3): We are not restrictive. Whatever requirements are appropriate. We do require a "capstone" experience, which could be a project, practice or other. We try not to be too prescriptive.

CGS Survey Reference

Pages 52, 53

Model Guidelines Reference

Item C.8, page G-4.

vii. What is the Relationship to a Pre-baccalaureate, or Professional, or Non-credit Certificate Program?

Discussion:

Certificate programs, as is well known, are not only offered at the graduate level, but also at the undergraduate, and professional level, and may also be offered without reference to credit at all.

Normally such programs are not in the purview of the graduate school, and as a consequence there has been less information collected about them in the course of this study and the CGS Survey.

However, in terms of the multiplicity of needs for post-baccalaureate education that universities and other organizations are trying to meet, these other forms of certificate programs may play just as important a role as does the graduate certificate program. Many would perhaps be of the opinion that undergraduate or non-credit certificate programs are even more important in terms of the overall demand, workforce development requirements, and general need in society.

There is also considerable evidence that these other types of certificate programs also appeal to persons who hold advanced degrees. Many two-year institutions now report that a significant number of their students in certificate programs hold a bachelor's or higher degree on entry.

A question to ponder is the relationship between such programs and the graduate certificate programs that have been discussed extensively here. Should there be a clear demarcation between all of these types of programs? Should there be a path that leads a student from one type of program to another, an articulation for example between undergraduate certificate programs and graduate certificate programs in the same field?

Colleagues' Views

None.

CGS Survey Reference

None.

Model Guidelines Reference

Item C.2, page G-3.

D. Faculty Issues

i. Must the Student Be Admitted To The Certificate Program Before Taking Any Of The Courses For Credit Towards The Certificate?

Discussion:

Should the university allow credits to be transformed to the graduate certificate program, either from within or without the university? Or should the student only be allowed to take courses leading to the graduate certificate once she or he has been admitted to the program?

Generally speaking, universities allow transfer credit for graduate certificate programs. One rule of thumb has been to fix the amount of transfer credit to the percentage allowed for transfer into a master's program. In other words, a university that allowed 12 hours of transfer to its 36-hour master's program might consider allowing 33% of the credit for the graduate certificate to be transferred in, say, 6 hours of an 18-hour program.

It should be recognized, as more and more graduate education is delivered via a distance format, and with national and international clearinghouses for distance education courses such as the Southern Regional Electronic Campus, and Western Governors University, that the notion of transfer credit may change radically or disappear.

In a related document will be discussed the emerging concept of academic "credit banks." This concept would shift the recognition of credit achieved from the university to an independent validating institution.

Colleagues' Views

Eugene Kintgen, Indiana (3): The certificates we offer are smaller than MA, not the 60-hour or so variety sometimes offered by Schools of Education. We have two types—one purely internal, which is approved only by the Graduate School; at its completion the student gets a certificate signed by the Dean of the Graduate School, but no official notification appears on the transcript. It can be completed independent of a graduate degree. The other type has to be approved by everybody up to the Higher Education Commission; it can be conferred only in conjunction with a graduate degree, and appears on the transcript.

James Guikema, Kansas State (3): Upon approval of the coordinator of the certificate program, credits earned before the student entered the certificate program may be applied to that program.

James Shaver, Utah State (3): At USU, the student must be in degree program to be admitted to the certificate program.

CGS Survey Reference

Pages 44, 45.

Model Guidelines Reference

Item D.3, page G-4.

ii. What Are The Requirements For Completion Of The Certificate Program?

Discussion:

On what level should certificate students be expected to demonstrate achievement in their programs? From the CGS Survey, most universities apply the same standards for certificate completion as for degree completion, at least with respect to course grading scale and grade point average. Few universities have a seminal requirement such as a capstone seminar, or a comprehensive examination in a graduate certificate program. It should be noted that this is not always the case in degree programs either.

A reasonable approach would seem to be the requirement of the same grade point standards to remain in good academic standing in the program, and also to ensure program completion. A commonly used standard is the maintenance of a 3.0 grade point average, on the 4.0 scale.

Colleagues' Views

James Guikema, Kansas State (3): The minimum grade requirements for certificate programs are the same as those for graduate degrees. For graduate credit, the grade in a course must be C or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher.

To be awarded a graduate certificate, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework applied to the certificate, (c) must meet all the requirements of the Graduate School and the student's certificate program, and (d) must be enrolled during the semester in which the certificate requirements are completed. Certificate programs may specify higher requirements.

CGS Survey Reference

Pages 50, 51.

Model Guidelines Reference

Item D.5, page G-4.

iii. Are Adjunct Faculty More Important In Graduate Certificate Programs?

Discussion:

The growing number of adjuncts and other part-time faculty has been an issue of some concern to universities in many contexts. The question has also been raised as to whether graduate certificate programs have involved a greater number of adjunct or part-time faculty than other university programs. Evidence at this point seems to indicate that there is little difference in the practice of universities in using part-time or adjunct faculty in certificate programs as compared to degree programs.

Colleagues' Views

None.

CGS Survey Reference

None

Model Guidelines Reference

Item B.11, page G-3.

iv. Commencement

Discussion:

Should students completing a graduate certificate program have a commencement? Or should they participate in the university's regular (graduate) commencement. There seem to be numerous models in place:

a. No commencement ceremony for certificate recipients.

b. A separate ceremony only for certificate recipients.

c. Certificate students recognized in the university's awards ceremony.

d. Certificate students march in regular commencement ceremony.

e. Certificate students march in the graduate commencement ceremony.

At present, there is no survey information to indicate which, if any, of the practices described above are prevalent.

Colleagues' Views

None.

CGS Survey Reference

None.

Model Guidelines Reference

Item D.2, page G-4.

E. Student Issues

i. Should the Completion of a Graduate Certificate be Recognized on the Transcript?

Discussion:

This is an issue that may not seem to deans and faculty to be of paramount importance, but to students this could stand as one of the most important policy issues regarding such programs.

At the root of the issue is the question of the extent to which the university is prepared to stand by its graduate certificate programs. Students have indicated that, even though the coursework in a graduate certificate program merits graduate credit, the indication on the student's official transcript of the *completion* of the certificate program is of paramount importance. The reasons given have been partially a desire to have the university give greater recognition to the certificate, and partially (indeed more so) a need felt by the students to be able to demonstrate the achievement to an employer or a potential employer.

The arguments against the specific indication on a transcript of the program's completion have to do with the difficulty, in some student information systems, of incorporating this information. In many cases, it would be necessary for special coding to be done in the system; in others, it may be necessary for this information to be manually entered.

One must balance the costs of performing this modification to whatever system produces the transcript against the value to the institution of satisfying the student's desire to have the university's official transcript recognize this achievement.

In any case, it seems imperative for the university to list at least the coursework in a graduate certificate program on the student's official transcript; and, unless there are extraordinary reasons in terms of the university's student information system, for the transcript to denote completion of the certificate program as well.

Colleagues' Views

Joan Lorden, Alabama-Birmingham (1): We offer two types of certificates; one requires Board of Trustees approval, is recorded on transcripts, and comes with a diploma-like object. These are limited in number at the graduate level, although we do have a successful one in gerontology and have discussed several others. They require admission to a program and a defined curriculum of 15-24 hours. The other type is more informal: Students who complete specialized coursework in an interdisciplinary area may awarded certificates in that area (e.g., neuroscience) even though they receive a Ph.D. in cell biology or something else.

Bianca L. Bernstein, Arizona State University (2): In universities that still function with antiquated

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Student Information Systems, it may be difficult and costly, if not impossible, to post certificates on transcripts and develop production reports about students in certificate programs in ways that are comparable to degree program productivity.

Brian Fernandes, Iona College (3): Our graduate certificate programs are strictly for credit. Hence, the courses and certificate completion appear on the transcript.

Keith Schlender, Medical College of Ohio (3): All Graduate Certificates are approved by our Board of Trustees and students receive a "diploma-like" certificate.

Penny Ayres, University of Nevada (3): Our program is offered through the College of Health Sciences, Nursing Dept. The courses show on the student's transcript but only a letter is sent to acknowledge the certificate standing. These nurses are then eligible to sit for the national certification exam, thus the reason for the program. These students are post-MS and they take a specific set of courses to get the correct experience in order to be eligible to sit for the exam. I would place the certificate completion information on the transcript if I initiated another program. Our Graduate College does not currently have a graduate certificate program.

Neil Hadley, North Carolina - Wilmington (3): Again, we have no certificate program at present, but anticipate that both course completion and certificate completion would appear on transcript. We will finalize a decision on this matter when the proposal is brought before the Graduate Council.

Mitchell Wand, Northeastern University (1): At Northeastern University, a nondegree certificate program is defined to be "a program of study requiring at least 5 graduate courses or 16 quarter hours of graduate credit, but no more than 40 quarter hours of graduate credit, except as may be required by an accrediting or professional certification body. Successful completion of a certificate program will be recorded on the student's transcript. Appropriate graduate credits taken as part of a non-degree certificate program may be counted toward a regular graduate degree, at the discretion of the committee in charge of the degree program."

William Barnard, University of Northern Colorado (3): At the University of Northern Colorado, we are currently investigating the possibility of graduate certificates that would be reflected on the transcripts. There are some departments requesting this option. Currently our certificate programs are within college and are not reflected on the transcript nor are records maintained by our registrar. However, the coursework involved in the certificate programs are regular graduate courses and are thus reflected on the transcript.

Lynne Goldstein, Pennsylvania State University (3): Most of our certificate programs are taken by nondegree students.

Harvey Waterman, Rutgers - The State University (3): It is entered by hand on the transcript.

CGS Survey Reference

11, 12, 13

Model Guidelines Reference

Item E.7, page G-5.

ii. What Are the Requirements for Admission to Graduate Certificate Programs?

Discussion:

The responses to this question in the CGS Survey indicate a high degree of variation in our views on who is admissible to graduate certificate programs. The responses vary from no requirements whatsoever to a requirement that the certificate students be already enrolled in one of the institution's master's or doctoral programs.

On the assumption that the university wishes to ensure that the graduate certificate program operates at a level that represents the quality of the graduate school and its offerings, the question of admissions requirements needs to be addressed. There are a number of graduate certificate programs that have either no requirements or only the completion of the certificate programs as well. Both of these approaches are problematic.

In order to gain acceptability with the university community, a graduate certificate program should represent the graduate-level offerings of the institution. If there are either no requirements or only the evidence of a prior degree, it is unlikely that the program will be held in respect by the graduate faculty and administration as a graduate-level program.

Why are graduate certificate programs of interest to universities? In large part, the interest has been driven by the marketplace. Potential students, companies, government agencies, and professional societies have indicated the need for shorter-term, specialized graduate programs such as graduate certificate programs.

The Boeing Corporation is one which has aggressively urged the development of graduate certificate programs at numerous universities. Indeed, this model of industry-university cooperation is worthy of note and is discussed elsewhere in this paper.

Some at Boeing have expressed frustration that a lengthy admissions process, including measures such as the GRE, becomes self-defeating if the purpose of the graduate certificate program is a short-term specialized program emphasis.

A reasonable solution in many cases would seem to be a category of graduate school admission that has been termed in this document "graduate admission with qualifications." In different institutions, different names are given to this category --- non-degree status, probationary admission, and so on. If there is any commonality to these categories, it is that the GRE or related requirement is waived or deferred, and the grade point requirement may not be the same as for regular admission; on the other hand, references or professional experience may be given more consideration than with regular admission.

In analyzing the rationale for several responses, it seems clear that the admission requirements are usually a function of the institution's philosophy of the role of the certificate program. While the University of California at San Diego does not have a specific admissions requirement into the certificate program, if the student wishes to use the certificate program to move to a graduate degree program, he or she must satisfy the full

admissions requirements of the UCSD graduate school. At Rutgers, CUNY, or an Ontario Type 1 or Type 2 Diploma program, however, in order to enter the certificate/diploma program one must be a student already admitted to a master's or doctoral degree program. At several other institutions, the normal graduate school criteria are followed, and in some cases these criteria are applied but relaxed. And in some cases, the only requirement is a bachelor's degree.

It is becoming increasingly clear that there is importance placed on the level and standards of graduate certificate programs that may be provided by the graduate school. Although in the range of "post-baccalaureate futures," to use a term coming from a recent CGS/UCEA/Kellogg Foundation conference, there is a need for graduate certificate programs which may not require the students to take courses approved by the graduate school, or meet graduate school admission requirements; similarly there is a need for (other) graduate certificate programs to carry the stamp of approval of the graduate school.

A major concern, however, is that we know what we're talking about; and that we convey this information to our students, our potential students, and the public. May the certificate program lead to a degree? Can degree students and certificate students be in the same class? Take the same exams? Can one convert from the certificate to the degree in mid-stream or indeed after the fact? Do the courses carry graduate credit? All of these and numerous other questions should be clear to the student (and to the institution) beforehand.

Colleagues' Views

Deborah Losse, Arizona State University (3): Requirements should be established in the proposal for establishing the certificate, and there should be an admissions committee that oversees the qualifications of the candidates. When the certificate program is proposed through Graduate Council and faculty governance, the criteria are stipulated and then should be adhered to and enforced by the admissions committee overseeing the certificate program. This ensures continuity and quality of the applicants.

It depends upon the certificate program. Some, such as our Scholarly Publishing Certificate are free standing, along with gerontology and transportation certificate, all of these offer further credentials for students. Others should be tied to degrees because of the specific expertise that they require. I do think that there should be clear policy about entrance requirements and the committee that examines the qualifications of applicants.

Mary Walshok, University of California at San Diego (3): With regard to your questions about admissions requirements for certificate programs, for our Extension and professional certificate programs we have no requirements and, in fact, our graduate certificate programs have no specific admissions requirements. However, if a student wishes to apply the work done in a graduate certificate program to a masters degree, he or she must qualify for general admission to UCSD and meet all the graduate school requirements. What is important in this model is that through University Extension, UCSD is developing a series of stand alone graduate-level certificate programs that are designed with an attention to quality sufficient to be transferred into a masters degree program if the student qualifies for graduate work

through our regular admissions processes. The graduate certificate programs are free standing and they draw on the curriculum and faculty within the department but they also include some additional courses taught by adjunct faculty approved by the department.

Pamela Reid, City University of New York Graduate Center (1): Students must be accepted into a traditional doctoral program, then if they elect to participate in the certificate program, they take the core courses and conduct their dissertation research in the area of the certificate studies

Tom Feldbush, East Carolina University (3): It will depend on the program. Some programs will be post masters and some post bachelor's degree. In some cases the programs do/will require the same credentials as admission to the regular graduate program while in other cases they will not. For example, a post masters certificate program in a nursing specialty will require different credentials then a program designed to provide someone an update on web construction.

Sheila Cooper, Indiana University (2): Most Indiana University students who earn certificates in the Graduate School are also working on advanced degrees, and their transcripts will record the award of the certificate along with the award of a degree. Those Graduate School students interested only in a certificate may receive one embellished with the University seal and the dean's signature, but their transcripts, while showing their coursework, do not usually show that a certificate has been awarded unless they have previously earned an advanced degree

Douglas Wartzok, University of Missouri - St. Louis (1): (Quoting from graduate school policy) "Each graduate certificate program may determine eligibility standards beyond the minimum for admission to the Graduate School."

Gail Tenen Spak, New Jersey Institute of Technology (2): Since graduate certificate students would be studying in the same classes as full-fledged master's degree students, some academic departments feared that the value of the NJIT master's degree could be undermined. To overcome this, graduate certificate applicants, while permitted a simplified admissions process, were nonetheless required to meet NJIT academic department standards for regular admission as M.S. degree candidates and, at the determination of academic departmental chairs credentials are expected to become completely distance-based.

Neil Hadley, University of North Carolina - Wilmington (3): The director for this program is particularly interested in evaluating an essay that provides evidence of interest, academic knowledge, and experience in gerontology sufficient to prepare one to complete such a program.

Harvey Waterman, Rutgers (3): While we make occasional exceptions, our certificate programs are designed to supplement our degree programs and are therefore not a subject of "admission" . Students simply meet the requirements and get a certificate. The exceptions would be students who have already completed a graduate degree and who come back for the certificate: these are admitted as nondegree students at the discretion of the program.

George Dambach, Wayne State University (3): "If graduate level courses are in the program, the

students must have graduate level qualifications to maintain course quality."

CGS Survey Reference

27, 28, 29

Model Guidelines Reference

Items E.1, E.2, E.3, E.4, page G-5.

iii. Time Limits for Students

Discussion:

Is it important or relevant to have time limits for student to complete graduate certificate programs? Most institutions seem to have some time limits, just as we also do for master's and doctoral programs. However, there is no consistency in the length of the limiting period.

The argument could be made that, given the short-term nature of the graduate certificate program, that if the program is not completed in a relatively short term, that the value of the graduate certificate to the student may have waned. On the other hand, in the spirit of improve accessibility of graduate programs to students, a longer time frame may be desirable -- or, alternatively, a shorter term, but a very flexible process for extension of the time limit.

It might also be noted that any time limit should take note of the duration of the certificate program. For example, five years is not an uncommon limit for master's programs. Many master's programs carry 30 credits --- a five-year limit would represent two three-hour courses per year. If this philosophy were adopted for a 12-hour graduate certificate program, one might be inclined to set a two-year limit for completion.

Colleagues' Views

Mary Walshok, California – San Diego (3): There is no student time limit for certificate programs.

Jerry Zar, Northern Illinois (3): Six years (unless the certificate is linked to a degree program, in which case the time limit is the same as for the degree).

James Matthews, New York University (3): Approximately three years for free standing certificate programs and five years for those offered in conjunction with the Master's.

CGS Survey Reference

30, 31

Model Guidelines Reference

Item E.8, page G-5.

iv. How Does The Acquisition Of The Certificate Relate To Admission To A Related Degree Program?

Discussion:

The question is often asked, what is the relationship of a graduate certificate program to a corresponding master's (or doctoral) program. From one perspective, there is the consideration whether or not the completion of a graduate certificate program should be considered in the admissions process.

Suppose that the curriculum of a graduate certificate program constituted, say, one-half of the credits necessary for the completion of a master's degree program. Should a student, having successfully completed the certificate program, be automatically admitted to the degree program? Should the student's application for admission be assessed without consideration of the certificate? Should the certificate be considered as important evidence to make the case for admission?

It would seem logical that if the courses forming the graduate certificate program were also courses forming part of the degree program curriculum, and if the certificate student satisfied the same requirements as the degree-seeking student, that this should constitute strong evidence of the student's capability to complete the degree program.

An interesting example to cite in this regard is the certificate program in Pre-Med Science at Virginia Commonwealth University. Students graduating from a bachelor's program at VCU who are not admitted to medical school are afforded the opportunity to improve their competence in basic sciences, through this certificate program. Evidence shows that successful completion of this program has been an important factor in the student's being admitted to medical school on his or her second attempt.

Colleagues' Views

Deborah Losse, Arizona State (3): Only in so much as faculty have indication of ability.

James Guikema, Kansas State (3): Upon approval of the student's supervisory committee, credit from a certificate program may be applied to a graduate degree program.

Penny Amy, Nevada – Las Vegas (3): This program is for students already holding masters degrees in Nursing but not in Nurse Practitioner or Clinical Nurse Specialist areas who now want to concentrate in those areas.

Harry Richards, New Hampshire (3): Success in a certificate could be used as support for admission to a degree program, but there is no guarantee.

Gail Teren Spak, New Jersey Institute of Technology (2): Furthermore, at the start of the Fall 1997 semester, a total of 66 students had earned a graduate certificate. Thirty-five of these had already continued to the corresponding NJIT M.S. degree program.

Marion Rilling, Rowan (3): [No effect] but we are not sure of this.

John Slattery, University of Washington (3): [Not] formally, but having seen the student may help.

CGS Survey Reference

46, 47

Model Guidelines Reference

Item E.5, E.6, page G-5.

F. Fiscal Issues

i. Pricing of Graduate Certificate Programs

Discussion:

The question of tuition for certificate programs is often bound together with other issues of governance and fiscal management. In many institutions, the authority for establishing a tuition rate is far removed from the authority to establish the graduate certificate program.

In some states, only the trustees of public institutions can set tuition rates; in other states and at certain times, a state legislature may limit the ability of an institution to raise tuition levels.

In over 90% of the CGS Survey responses, the tuition rate for the graduate certificate programs is the same per credit hour as the rate for other graduate degree programs. In no case reported was the tuition lower than the rate for degree programs (although in one case the program is offered at no charge to the students, who must be enrolled in a doctoral degree program).

Colleagues' Views

Charles Li, California – Santa Barbara (3): No charge to students.

James Guikema, Kansas State (3): In general, all graduate courses offered on-campus are priced at the same regular graduate rate -- currently $101/credit - resident; $330/credit non-resident. All of our certificate programs to date use only on-campus course. However, this will change and off-campus courses are priced differently (some the same, some higher, and all can include a special 'media fee' if applicable).

Harry Richards, New Hampshire (3): $302 instate; $332 out of state Note there is break for out of state students in certificate programs, the per credit rate is $578 for degree students but is set at 10% above the instate rate for certificate only.

Richard Lorenzen, University of Washington (3): Fees for graduate certificate programs offered on a self-sustaining basis which are not part of a degree program are usually offered a more than graduate level courses ($257/credit hour on the quarter system). The fees are determined almost exclusively by the cost of instruction and instructional support costs. It is highly unlikely that a program would be offered at less than prevailing graduate credit fees.

CGS Survey Reference

35, 36

Model Guidelines Reference

Item F.1, page G-6.

ii. What Is the Fiscal Basis for Your Graduate Certificate Programs?

Discussion:

By and large, universities have addressed the fiscal issues in the same way they do degree programs. In other words, where does the revenue go, and who or what unit is responsible for the expenditures? With the majority of survey respondents, revenues and expenditures are treated in the same way as degree programs (revenue to general fund, expenditures from unit offering the program).

Administering units may wish to seek different fiscal arrangements for graduate certificate programs. An issue to be explored is whether or not the graduate certificate program can be administered on the same fiscal basis as is usually accorded to other continuing education programs: that is, that the administering unit is responsible for all expenditures, but also is allowed to retain the revenues for the graduate certificate program.

At least in some states, the continuing education colleges of the state-supported institutions also have a unique fiscal structure --- their activities are considered "auxiliary services." The auxiliary services category is also accorded to units such as the bookstore, the athletics, department, and so on. In particular, being placed in this category means that the unit is often exempted from some state requirements, such as year-end closeout (with no carry-over funds), and state agency purchasing and travel regulations.

Colleagues' Views

Deborah Losse, Arizona State (3): SCH goes back to department of instructor except in the case of Gerontology where the is a graduate college prefix. Graduate College participates in some expenses of some certificate programs.
Carl Bellone, California State – Hayward (3): Most of our grad certificate programs are in Extension. In these cases the financial basis is different. However, we have a grad certificate in Biotechnology and Taxation that are in regular departments. In these cases, the financing is the same.

Carol Lynch, Colorado – Boulder (2): CU-Boulder's certificate programs are funded in a variety of ways. The Graduate School provided seed money for several, which after a few years were expected to become self-supporting. The research institutes have supported several, and one or two are supported through federal training grants. The logical mechanism, joint departmental funding, is being used by several as well.

James Guikema, Kansas State (3): This is course-specific. On-campus courses offered during regular semesters are assessed tuition/fees which go into the state general fund/college general fund (via a complex equation). On-campus courses offered in the summer or during intersession, and off-campus courses, are assessed fees by the Division of Continuing Education. The negotiation is between DCE and the sponsoring unit/department on income allocation.

CGS Survey Reference

46, 47

Model Guidelines Reference

Item F.2, page G-6.

iii. Are Your Certificate Students Eligible For Financial Aid?

Discussion:

The federal government does not seem to have addressed graduate certificate programs specifically in determining requirements for eligibility for federal financial aid. Thus, to date, eligibility has been determined by universities.

Most universities allow graduate certificate students to qualify for financial aid under certain circumstances, for example that the student is enrolled on at least a half-time basis; or that the certificate program itself constitutes more than a certain number of credit hours; and that the student otherwise satisfies financial aid criteria.

Colleagues' Views

Gail Tenen Spak, New Jersey Institute of Technology (2): Since busy professionals require rapidity, and also would need to be suited for completion in tandem with other endeavors of an equally Since the graduate certificate would yield a stand-alone credential, some NJIT departments feared that the new program would depopulate regular master's degree programs by drawing into its ranks current or potential NJIT M.S. candidates. To safeguard against this, it was decided that enrollees would be afforded nonmatriculated status thus making them ineligible for financial aid.

Deborah Losse, Arizona State (3): If the program is 21 hours or more and is a stand alone program that as documented by employer leads to job advancement.

Carl Bellone, California State – Hayward (3): If the certificate is a department the answer is yes. If in Extension the answer is no.

Eugene Kintgen, Indiana (3): Only if they are in a degree program also.

James Guikema, Kansas State (3): Currently, all certificates are linked with degrees—therefore there is not yet a problem. I suspect, however, that our financial aid people would come down with the ruling that, to be eligible, a student must be full-time and must be working toward a degree.

Bart Rippon, Loma Linda (3): Certain certificates.

Keith Schlender, Medical College of Ohio (3): Must be at least half-time.

Bob Mundt, North Carolina – Charlotte (3): We're still sorting this out!

Neil Hadley, North Carolina – Wilmington (3): No -- because they will be non-degree.

Wayne Powell, Oklahoma State (3): Total enrollment hours.

Donald Thompson, Troy State University – Montgomery (3): If they are in a degree program.

CGS Survey Reference

68, 69

Model Guidelines Reference

Item F.5, page G-6.

iv. Who Pays The Tuition For Graduate Certificate Programs?

Discussion:

The question has been raised, presumably with a view to determining market pricing factors for graduate certificate programs, as to whether the tuition for such programs is paid more often by the student's employer (at least in comparison to employer support of students in degree programs).

At this juncture, the evidence from responding universities suggests that employers assume the costs of tuition in graduate certificate programs approximately to the same extent that they do with degree programs.

Colleagues' Views

None.

CGS Survey Reference

None

Model Guidelines Reference

Item F.6, page G-6.

Policies and Procedures for Graduate Certificate Programs

CGS Model Guidelines for Graduate Certificate Programs

0. Introduction

1. Graduate certificate programs may be created within the structure of the Graduate School.

2. Students may be awarded these certificates upon completion of a well-defined program of coursework.

3. The graduate certificate is not defined as a degree by the Graduate School, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines.

4. The didactic material encompassed within a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline.

A. Development of New Graduate Certificate Programs

1. Proposals for new graduate certificate programs are created and submitted by constituent graduate faculty.

2. They must be accompanied by endorsement from the department heads and deans of the schools in which the contributing coursework is housed, as well as from those academic units whose students or programs could be impacted by the creation of the new graduate certificate.

3. The Graduate Council considers all graduate certificate program proposals for academic merit.

4. Those meeting the criteria set forth by the Graduate School are then recommended to the Provost for approval.

5. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate level.

6. The proposed program will achieve its educational objective in an efficient and well-defined manner.

7. A demonstrated need for such a program must exist.

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8. This provision may be defined in terms of either external markets (i.e., external demand for the skills associated with such a certificate) or internal academic needs (i.e., the need for a critical mass of students in a given discipline).

9. There shall be a clear indication of the management structure of the program. Although normally such programs would be administered by the Graduate School, with the participation of the School of Continuing Education and the appropriate academic college, other administrative structures may be created if appropriately justified.

10. [If the State requires approval of certificate programs] Proposals will be subject to the final approval of the State higher education coordinating body.

11. Proposals will address how the program will serve to increase the diversity in graduate education at the university.

12. Proposals will address whether there exist opportunities for the certificate program to be developed jointly with another university or a consortium of universities.

13. New graduate certificate programs in areas where joint graduate programs are conducted with other universities will normally be endorsed by the collaborating departments at the other institution.

14. All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review, as defined by the Graduate Council.

15. The title of any graduate certificate program may or may not contain the word certificate, depending on the tradition in the discipline proposing the program.

16. The program will conform to the *pergravia postulanda* for certificate programs of the Council of Graduate Schools.

B. Criteria for Program Administration

1. Programs may be either free-standing or as add-ons to existing degree programs.

2. The program proposal will address the question of the impact of the graduate certificate program on any related degree program.

3. The program will have an Advisory Committee which will include representation from the professional, business, or government sectors which the program is designed to serve.

4. Proposals for programs may be adopted for an indefinite time period, or for a period of a specific number of years (a sunset clause). If the program is approved for

a fixed period, it expires at the end of the period unless a program review specifically recommends its continuation (which may be for an indefinite period or for an additional fixed period).

5. For consideration by the Graduate School, proposed new graduate certificate programs must contain the following information:

6. A statement of the educational objectives of the program;

7. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed;

8. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives;

9. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data;

10. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence;

11.Adjunct faculty associated with the program should also include up-to-date curriculum vitae;

12. The name and curriculum vita of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School.

13. If the proposed graduate certificate program contains no new courses, no new faculty, no additional costs, and maintains the admissions and academic standing requirements of a related degree program, the proposal will be given expedited review in the approval process.

C. Curriculum Criteria

1. Graduate certificate programs may be at the post-baccalaureate, the post-master's or the post-doctoral level.

2. Certificate programs may also be proposed for post-baccalaureate students that consist of undergraduate credit courses, professional credit courses, or non-credit courses. In such cases, the programs will not be considered to have met the *pergratia postulanda* for certificate programs of the Council of Graduate Schools.

3. An appropriate number of credit hours must comprise the certificate program.

4. The number of graduate credits may not be less than 9 nor more than one-half of the credits necessary for a related master's degree from the Graduate School.

5. The proposal will address the possibility for interdisciplinary development of and participation in the program.

6. The proposal will address the possibility of program delivery using distance education approaches.

7. The proposal will identify the extent to which the curriculum overlaps with the curriculum of existing degree programs.

8. The proposal will identify requirements of the program that are in addition to coursework, including but not limited to laboratories, practica, internships, projects, or theses.

D. Faculty Criteria

1. The proposal will address the extent to which roster faculty and adjunct faculty will be used in delivering the program.

2. The proposal will address whether or not a commencement ceremony will be conducted for persons completing the program.

3. Students who are currently enrolled in the Graduate School and who wish to pursue approved graduate certificate programs must apply for admission to such programs before one-half of the required credits are completed.

4. A maximum of 40% of the credit hours towards any certificate program may be accepted as transfer credit.

5. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students.

E. Student Eligibility and Admission Criteria

1. An earned baccalaureate degree or its equivalent from an accredited college or university is required.

2. Each program sets the minimum grade point average, minimum TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards the related master's degree program, and other similar criteria as part of the application.

3. Greater flexibility than that found in graduate degree admission requirements is intentionally built into graduate certificate programs so that the needs of the target student population may be met, if it is appropriate to do so.

4. Graduate students who are currently enrolled in a graduate program of study leading to a degree, and who wish to pursue a simultaneous graduate certificate within the Graduate School must inform the certificate program coordinator and the Graduate School Office of their intent to seek the graduate certificate.

5. Moreover, the graduate certificate is not viewed as a guaranteed means of entry into a graduate degree program.

6. While the courses comprising a graduate certificate may be used as evidence in support of a student's application for admission to a graduate degree program, the certificate itself is not considered to be a prerequisite.

7. The student's official transcript shall contain not only the listing of courses taken in this program, but will also indicate successful completion of the program.

8. The student will be required to complete the certificate program within the time limit specified for the program; individual programs may choose not to have such a time limit.

F. Fiscal Criteria

1. The program proposal will establish the tuition rate to be charged for the program.

2. The proposal will address the fiscal arrangements for the program.

3. A Certificate Graduate student may enroll on either a part-time or a full-time basis, as determined by the certificate program coordinator.

4. Students enrolled on a full-time basis will have access to many of the same campus services as other full-time graduate students.

5. They also may be considered for merit-based financial aid by the department or program, as well as for need-based financial aid by the Financial Aid Office, but at a reduced priority compared to degree-seeking students.

6. The proposal will address the likelihood that students in the graduate certificate program will have their tuition paid by employers or by the individual.